

- (2) Short-range and long-range plans for school-based staff development that address the professional development needs of teachers in site-based decision making, core content areas, instruction, use of modern technology, and other appropriate subjects.
- (3) Effective use of the North Carolina Center for Advancement of Teaching facility and staff in the delivery of teacher professional development, especially in the training of trainers and designing of training programs.
- (4) Training schedules and opportunities that minimize the time teachers are away from classroom instruction, especially in the training of trainers.
- (5) Development of organizational arrangements and technologies that encourage teacher networking and collaboration, and reduce the isolation of teachers.
- (6) Use of teachers as trainers and identification of candidates for training.
- (7) Effective use of the facilities and staff of The University of North Carolina and its campuses in the delivery of professional development. Geographical access to program activities should be considered with regard to the use of university and community college facilities.
- (8) Effective use of existing and planned telecommunications and long-distance learning systems for teacher staff development to limit expenditures for travel and associated costs.
- (9) Professional development that meets the unique needs of individual schools and that is sensitive to internal and external pressures, including site-based decision making, revisions to the Standard Course of Study, testing, technology, and other important State initiatives.
- (10) A proposal for the ongoing coordination of the teacher professional development activities and needs of local school administrative units, the Department of Public Instruction, The University of North Carolina, NCCAT, private colleges and universities, and teachers.
- (11) A comprehensive needs assessment based on local school-based committee surveys.
- (12) A proposal for training an initial cadre of teacher trainers and implementation of the first phase of training in the summer of 1994.

The Task Force shall consider existing professional development organizations and networks in the development of the Plan. The Task